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ABSTRACT

This guide, which was developed by a group of nonformal education (NFE) practitioners during a training course conducted in India, is intended as a tool to train NFE practitioners. Discussed first are the basic principles of NFE, the meaning of the term "active learning and education," features of NFE, and ways NFE can help advance development. The following issues are considered in a section devoted to NFE's social context: involving stakeholders and the community in NFE and NFE centers; building a stronger learning environment and promoting active learning through a process of questioning, thinking, and testing; and motivating learners. Part 3, "NFE and the Classroom" covers topics such as: creating a learner-centered curriculum, syllabus, and schedule of work; setting learning objectives in terms of knowledge, skills, and attitudes; managing the classroom in a manner promoting active learning; and selecting methods and materials for use in learner-centered NFE. The concluding section on developing the future of NFE includes a rationale and procedures for monitoring and evaluating learner-centered NFE and guidelines for incorporating evaluation results into action plans for the future. (MN)

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# LEARNER-CENTRED NON-FORMAL EDUCATION FOR NFE PRACTITIONERS

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# LEARNER-CENTRED NON-FORMAL EDUCATION FOR NFE PRACTITIONERS

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These notes were designed by a group of NFE practitioners during a training course organised by CYSD and conducted by Education for Development in Bhubaneswar January 1996.

They are intended to be used during the training of NFE practitioners, but they can also be used by anyone interested in NFE working on their own.

**This programme was assisted by the English Speaking Union-Barclays Bank Training Fund**

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## MISSION STATEMENT

The mission of our NFE programme and NFE practitioners is

*to promote an effective learner-centred environment for active learning that is culturally appropriate to meet the needs and interests of specific groups of learners (e.g. out-of-school youth between the ages of 6 and 14 years) leading to self development and community development*

ACTIVE LEARNING (QTT)

*"Learning is not finding out what other people already know but solving our own problems for our own purposes by*
* *questioning,*
* *thinking and*
* *testing*

*until the solution is part of our life"*

Sir Charles Handy

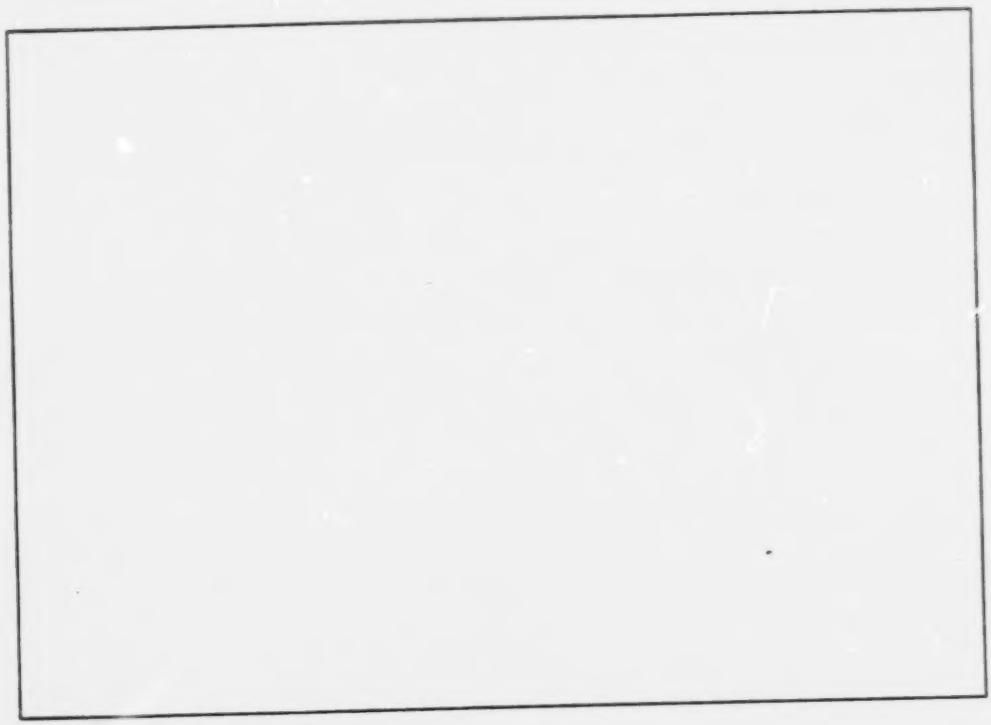
## BEFORE YOU START

Before you start to work through this guidebook - whether on your own or in a training group - start with your own experience.

Write down here anything you can think of about your own non-formal education programme

- who it is for
- how long it is
- who the teachers are
- who the student participants are
- and anything else at all you can think of.

Spend some time thinking about this. Then you can look at this page again as you go through the book.



# PART I: BASIC PRINCIPLES

## CHAPTER I: WHAT DO WE MEAN BY LEARNING AND EDUCATION?

### 1. What is the difference between 'learning' and 'education'?

We need to start by trying to clear up in our own minds what we mean by 'learning' and by 'education' and what is the difference between them. They often get confused, and some people use the two words in the wrong sense.

Learning and education are of course very closely linked but they are not the same things.

All education must have some learning: otherwise it is not really education. If the student participants are not learning, then it is not true education.

But not all learning is education. Some learning goes on outside of the classroom or college lecture hall.

We can illustrate this by the simple example of flour and bread. All bread is made up of flour; but flour is not bread. It only becomes bread when it is moulded and cooked into a special shape. So learning only becomes education when it is moulded and shaped to achieve a special purpose.

### 2. LEARNING IS LIFELONG

There is much talk today about 'lifelong learning'. But the implications of this term are not always appreciated.

So let us explore it more.

* Learning takes place during the whole of life. Can you think of some learning you did recently even though you are not a school child or a college student? Write your example here.

* Learning takes place from everyday life. Did the learning which you recorded above take place inside or outside a classroom? Write your answer here. If it took place inside a classroom, try to identify a different example of some learning which you did which took place outside of a classroom.

* Learning can be intended or unintended. You can set out to learn something or you can learn something from an accidental meeting or reading something. Can you think of
a) some accidental piece of learning you did recently
b) something you learned because you intended to learn?

a)

b)

Now we can begin to see what learning is.

*Learning is the constant process of adaptation which we all make to changing circumstances.* We all learn all the time. Farmers in the villages are learning; poor women in fishing villages are learning; rickshaw drivers in the towns are learning all the time. Everyone learns and everyone learns all the time. There is no such person as a 'non-learner'.

## ACTIVE LEARNING

This means that learning is active; it is not passive.

It is often thought that learning is something which you get from someone else; that someone tells you something and you then learn it; that learning is the transfer of knowledge from A (teacher) to B (learner). This is what seems to happen.

But in fact learning is not like that at all. Learning is active, it is something which the learner does for himself or herself.

> "Learning is not finding out what other people already know but solving our own problems for our own purposes by questioning, thinking and testing until the solution is part of our life".
>
> "Knowledge cannot be transferred. Learning is always an act of self-search and discovery. In this search and discovery, one may be stimulated and assisted but one cannot be taught. Institutions of teaching and training which seek to transfer knowledge and skills serve mainly to disorient the capacity that is in every healthy individual to creatively search and discover knowledge".

Active learning then is a process of search through questioning, thinking and testing in action in response to changes in our lives.

And this means that "all learning is individual and unique". Each learner learns for him/herself. The outcomes of learning cannot be predicted.

## WHAT KIND OF CHANGES?

What kinds of adaptations are we making when we meet changes in our lives?

It is often thought that learning relates only or mainly to knowledge: that learning is what we know. But learning is much more than this.

There are in fact five elements to learning:
* we change our knowledge (K)
* we change our understanding of things (U)
* we change our skills (S)
* we change our attitudes (A)
* and we change our behaviour (B).

You may be able to remember these more easily if you can think of KUSAB.

## LEARNING COMES THROUGH NEEDS

Most of the learning comes about through the important changes which take place in our lives. For example, many of us get married: we do a lot of learning at that time. We may have a child and again there is a great deal of learning. We change our jobs, we move house, we make new friends, we take part in an election, we grow older all the time, our parents die, our children leave home. We buy a new piece of household equipment (a camera, a radio cassette player, a bicycle or motor bicycle etc) and again we need to learn in order to use it. All of these create the need for new learning.

Can you think of any changes in your own life which made you do some learning?

Learning then comes about through needs - needs which the learner feels and tries to meet.

When we look carefully at those occasions (outside of the classroom) when we learn most, we can see that learning comes from three main sets of changes -

* changes in our social relationships
* changes in our occupation
* changes in our personal interests

## PLANNED LEARNING EPISODES

Some of this learning is intended learning, that is, we plan to do it, while much of it is unintended learning. We call the intended learning a 'learning episode'. We need to look at these learning episodes to see how people learn.

Think of some intended piece of learning which you did recently. It could be learning to handle a new piece of equipment like a computer, television set or video player; or it could be learning about a baby; or how to drive a car; or using a telephone or anything.

List here how you did your learning

We imagine that you put down some of these things:

* you **thought** about it
* you tried to **remember** what you already know about it
* you **asked other people** to help you
* you may have **read** something (a manual or booklet about the thing)
* you may have **watched** someone do it
* you **tried** to use it.

In other words, you solved your own problem by

**questioning (yourself and other people)**
**thinking**
**testing**
until you could really do what you wanted to do.

These three steps (Q,T,T) are the main steps in learning purposefully.

**THE LEARNING CYCLE**

This QTT process has been described as a process of 'critical reflection on experience'. Don't be put off by the hard terms used here - they are really quite simple ideas.

Learning starts with some **experience**. All learning starts here. It does not start with someone telling you something but from your own experience.

Learning next proceeds by you questioning this experience, reflecting on that experience. In this process you go out and **search and select** other views, other knowledge, other ideas.

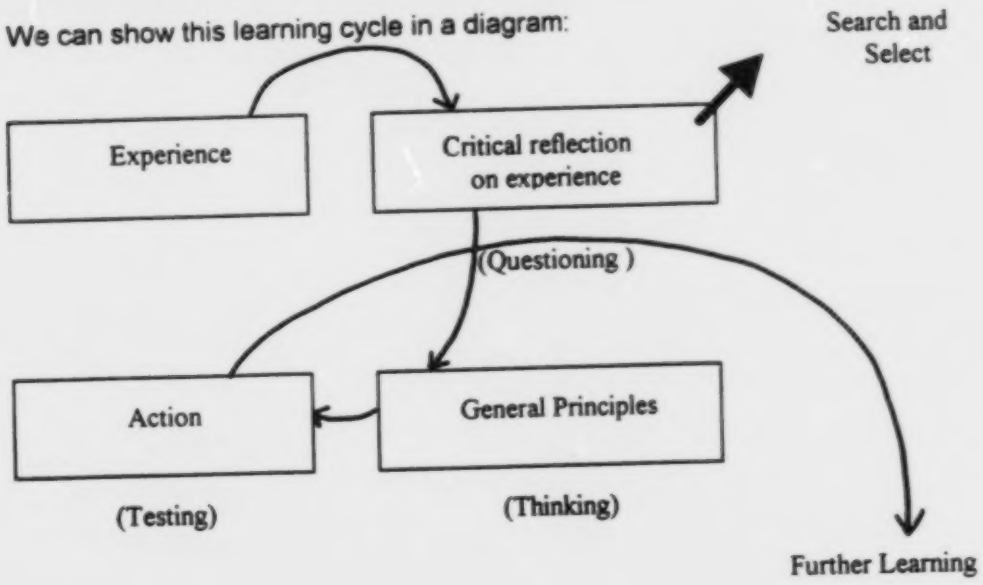
Learning next proceeds by **thinking** about all the new knowledge, ideas, skills which you have collected, ordering them into general principles, choosing the ones which you will try out.

Learning finally proceeds by you **testing** out some of the new ideas and new knowledge to see which of them work.

And then we suddenly see that once you have tested out some of your new ideas in learning, you again start the whole process over again: did this one work? if not, why not? which one will work ? In other words, the **testing** becomes the new **experience** which creates the need for more critical reflection.

For this reason, this process is called the 'learning cycle' - it is a cycle because it goes on and on; and also because it goes forward all the time. Like riding a bicycle, if your learning is not moving forward, you will fall off!

We can show this learning cycle in a diagram:




Modern studies of learning have shown that we are not all the same in the way we learn. While we all use all parts of the learning cycle, some of us tend to learn best through experience, others through critical reflection; some of us learn best by drawing out general principles and theories; others again learn most by trying things out. In other words, over the years we each build up our own preferred style of learning. We shall see something of the implications of this later on when we discuss teaching-learning methods in learner-centred NFE; but at the moment you could look at the following list and try to see which is your own preferred learning style (see next page).

**Table of Preferred Learning Styles**

We all have certain preferences in the way we learn.

**ACTIVIST LEARNERS**

Some of us prefer to learn by doing something immediately. We don't bother to wait to listen to all the instructions, to read the manual first but we get on with the job; we try to find out how it works. These people get impatient when someone tells them all about the task first. When they are asked a question, they give an immediate answer without waiting to work it all out fully. They tend to be enthusiastic about new things; they like lots of new experiences ("I'll try anything once"). When they have finished one activity, they want to pass quickly to the next one. They want to see as many new things as possible; they like to meet lots of new people. They will often volunteer to take the lead in any activity. They like short-term goals and are usually bored by the slower work of implementing and consolidating a programme. They tend to believe what they are told. These people want to find out things for themselves.

**REFLECTIVE LEARNERS**

Some of us prefer to 'wait and see'. We sit back and watch others doing the task first, we listen to the talk of others. These people don't give the first answer that comes into their heads; when they are asked a question, they take time to think, they hesitate and are often uncertain. They want more information before they can give a real answer ("I want to sleep on it"). Before making a decision, they try to think through all the implications, both for themselves and for others. These people tend to like sharing their learning with others because this helps them to collect different opinions before they make up their minds.

**THEORISING LEARNERS**

Some of us like to build systems, to get down to first principles. We don't want to deal with 'real cases' - they are thought to be too limited; rather we want to understand the whole, general principles first ("What does it really mean? How does this fit with that?"). They speak in general rather than in concrete terms. They question the basic assumptions. They make rules out of all cases. They usually think problems through step by step. They try to make coherent pictures out of complex material (they often represent ideas in diagrams showing relationships). They try to be objective, detached; they are less sympathetic to human feelings, to other people's subjective judgments. These people want the world to be logical; they do not like too many different opinions.

**EXPERIMENTAL LEARNERS**

Some of us like to experiment, to apply our new insights. We come back from training courses full of enthusiasm and full of new ideas which we want to try out. Having been told something, these people do not believe it until they see it for themselves ("It may work for you but I want to see if it will work for me"). They try to find new and more effective ways of doing things. They take short cuts or devise new modes of working. They tend to be confident, energetic, impatient of what they see as too much talk. They like solving problems and see new situations as a challenge from which they can learn a good deal. They like being shown how to do something but become frustrated if they are not allowed to do it for themselves very quickly.

*Adapted from the works of David Kolb and Honey and Mumford*

## SUMMARY

Learning then is not passively receiving knowledge from other people. It is an active process of search to solve a problem.

> "Learning is something that takes place within the learner and is personal to him or herself. It is an essential part of his or her development, for it is always the whole person who is learning. Learning takes place when an individual (adult or child) feels a need, puts forth an effort to meet that need, and experiences satisfaction with the result of his/her effort".

## 5. LEARNING AND EDUCATION

Why should we spend time discussing all this about learning?

It is important that we should understand what learning is because it will help us to see more clearly what it is that we are doing in our non-formal education.

For if learning goes on all the time, what is the role of education? What is education?

Education is a learning process which one person or group (a teacher/agent) plans and implements for other people (student participants). It is planned for a purpose, to lead to a goal/objective, and it uses special methods and contents.

Once again, we can represent this in a diagram:

The aim of all education is to encourage learning. We want our student participants to learn. That is the only reason for education. If the student participants are not learning, then our education is a failure. All the time in your NFE, you must be asking

- are the student participants learning?
- what kind of things are they learning?
- is their learning effective?

Now, if learning is a process of critical reflection on experience leading to action, then it follows that education is a process which must be based on experience.

> "A crucial factor in the teaching-learning process is providing an effective learning experience. This is the criterion by which all teaching and learning must ultimately be judged. An effective learning experience is one that results in a maximum of desirable change in behaviour on the part of the learner".

And if learning is an active process of questioning, thinking and testing, then we need to be asking all the time

- how far our non-formal education is encouraging the students to question for themselves (not just to answer teacher's questions but to ask questions for themselves);
- how far it is encouraging them to think for themselves, not just to repeat what teacher says but to find out their own answers;
- how far it is helping them to test things out, to experiment, to engage in trial and error for themselves. We all (even the teachers and NFE practitioners) learn as much from our mistakes (trial and error) as we do from our successes. Our successes will build up our confidence and our motivation; our errors will teach us what to do next time.

Education then is not helping your student participants to learn what other people already know. It is helping them to solve problems by

* asking questions
* trying to find out the answers for themselves
* thinking about all the possible answers
* choosing one of them to test out
* and then thinking and testing again.

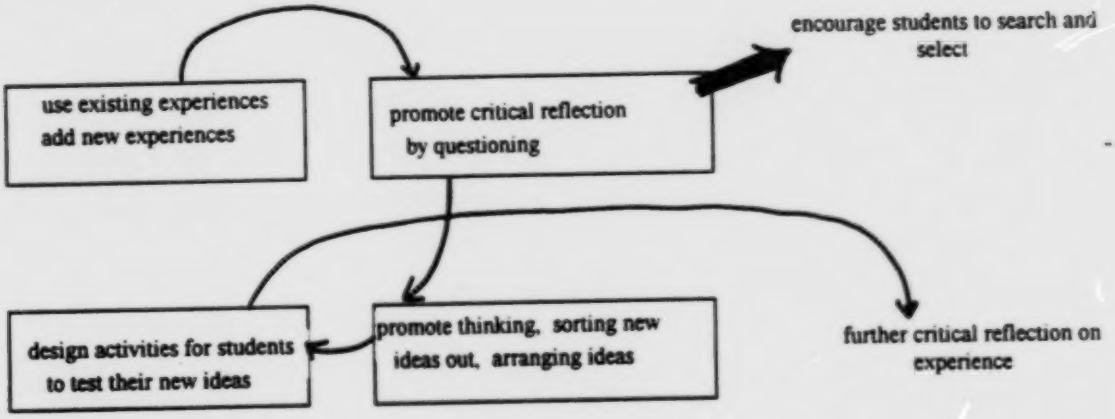
> "Education should stress learning more than teaching. Animators should create a learning situation where the students can discover answers and solutions for themselves".

In this way, your education will be helping your student participants to continue to learn more effectively throughout the whole of their lives.

Education then, both formal and non-formal, will thus consist of

* using the student participants' existing experiences and providing some new experiences
* helping the student participants to reflect critically on their existing and their new experiences
* helping the student participants to search and select so that they collect new knowledge, new ideas and insights to use in their own critical reflection
* and helping the student participants to take action to test out the solutions for themselves - and then to reflect critically on these tests.

## THE EDUCATION CYCLE FOR LEARNER-CENTRED EDUCATION


use existing experiences
add new experiences
promote critical reflection
by questioning
encourage students to search and select
promote thinking, sorting new ideas out, arranging ideas
design activities for students to test their new ideas
further critical reflection on experience

Why is there so little learner-centred education today? Why do the teachers do all the work, asking their students to copy out the right answers without thinking for themselves?

There are three possible answers to this question.

a) many teachers do not believe that their students are capable of doing these tasks. They do not believe that children can reflect critically on experience, can search and select for new knowledge and ideas and insights, can test out their own ideas, can create anything for themselves. But we have seen that children are already learning outside of the classroom; and the way they learn then is to question, think and test. We are only asking the children to do in the classroom what they are already doing outside of it.

b) many teachers are afraid that their student learners will make mistakes. They do not want their students to make mistakes because they feel that this will reflect badly on their teaching. But we all learn through trial and error - that is, we learn from our mistakes. We develop our motivation and confidence from our successes, but we learn from our failures. We all need to make mistakes in order to learn.

c) all of us including the teachers have had several years of exposure to the formal system of education of primary and sometimes secondary schools ; through that, we have learned that the normal way to teach people basic skills such as reading and writing is through a formal programme of 'tell and listen'. It will take us a long time to change our attitudes away from teacher-centred approaches to education and to develop non-formal learner-centred approaches. The short training courses of ten to twenty days only which we provide for the teachers in NFE cannot counteract the effects of eight to ten years experience of formal school systems. NFE teachers will require a great deal of support if they are to change the ways in which they teach so radically.

## CHAPTER II: WHAT DO WE MEAN BY NON-FORMAL EDUCATION?

As with 'learning' and 'education', so there is some confusion about the term 'non-formal education'. What does it really mean?

### 1. OUTSIDE THE FORMAL SYSTEM

One definition says that it is all education which takes place outside of the formal system. The formal system of education is defined as that system of schools, colleges and universities which is organised hierarchically and which proceeds mainly by certificates. Non-formal education then is everything which takes place outside of that system.

Nonformal education then will include things like Farmers' Training Days, women's ' courses leading to credit and savings groups and the various health, family welfare and AIDS training programmes. In our case, it also means those educational programmes for out-of-school youth in the age range 6 to 14 years.

### 2. NON-FORMAL CHARACTERISTICS

If there are certain characteristics of the formal system (it is arranged hierarchically, it proceeds by certificates etc), so there are certain characteristics about non-formal education which mark it off from the formal system. For example, one of the reasons why NFE is thought to appeal to out-of-school youth is that it is **flexible** whereas the formal system is more inflexible. Again, it is thought that its **curriculum is more relevant** than the curriculum of the formal system; that is why new materials have been designed for it.

If we view Non-formal Education in this light, it will be seen that NFE is a more desirable form of education than formal education.

We have listed below some of the characteristics of the formal system and of non-formal education. Perhaps you can add some more to these from your own experience.

| FORMAL EDUCATION SYSTEM is.. | NON-FORMAL EDUCATION is .. |
|---|---|
| General in character | Specific |
| Provides for the future | Provides for immediate use |
| Provides certificates | Provides useful learning |
| Long full-time courses | Short-term courses |
| Standard curriculum | Curriculum to meet needs of students |
| Academic and theoretical | Practical: related to environment |
| Selective | Open to all who are interested |
| Located in special buildings | Often held in community |
| Rigid structures | Flexible structures |
| Teacher-centred | Learner-centred |
| Controlled by educationalists or politicians | Controlled by student participants |
| Hierarchical | Democratic |

What we can then say is that there are a number of formal and non-formal educational characteristics.

## 3. FORMAL-NONFORMAL AND NONFORMAL-FORMAL

But then we can go a step further and say that some of these non-formal characteristics can be found inside the formal system and some of the formal characteristics will often be found inside the non-formal education programmes.

Thus:

- a lecture given inside a NFE programme is an example of a formal education characteristic in a non-formal setting.
- a discussion group in a college is an example of a non-formal characteristic inside the formal education system.

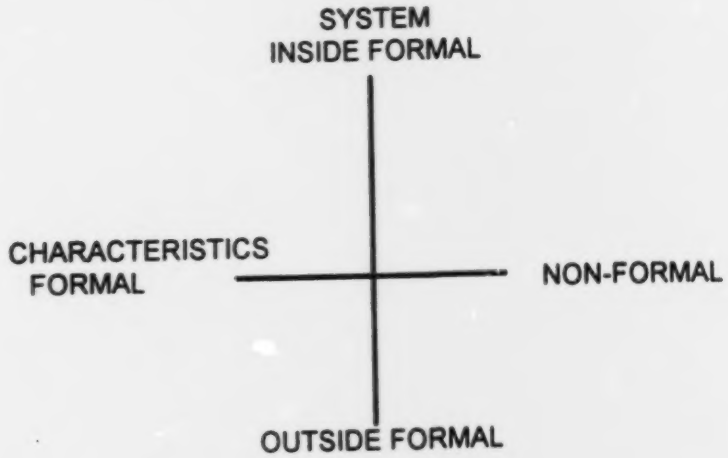
Try to think up some other examples of non-formal characteristics inside the formal system or of formal characteristics inside non-formal education. Write them in this box

If then there are some formal characteristics and some non-formal characteristics in any educational programme, we can set this out as a continuum... At one end is the very formal (an army training programme perhaps); at the opposite end is the very informal (learning to act in a drama group perhaps). All education can be placed somewhere on this continuum; they may be more towards the formal end or they may be more towards the nonformal end.

FORMAL ——————————— INFORMAL

Try to place your own NFE programme on this continuum: does it have more formal characteristics or more non-formal characteristics?

Or we can set this out in a matrix.




Try to see how many different kinds of educational programme you can think of to enter onto this diagram.

## 3. NFE IS AN IDEAL FORM OF EDUCATION

When we look closely at our own NFE, we can see that the NFE we take part in is not really like this at all, it does not contain many non-formal characteristics.

For example, NFE is said to be lifelong while the formal system of education is limited to a short period at the beginning of life. But in fact our NFE is not really lifelong.

Again, NFE is said to be open to all comers while the formal education system is confined only to those who are young and who qualify for it. But in fact our NFE courses are not open to everyone.

Can you think of any other ways in which your NFE programme is not really 'non-formal' in characteristics?

So perhaps we should really say that NFE is an ideal; and that everybody should be striving towards making our educational programmes (both Formal and Non-Formal) more non-formal.

List below some of the ways in which you could make your own NFE programme a little bit more non-formal.

## CHAPTER III: HOW CAN NFE HELP WITH DEVELOPMENT?

We often hear it said that education - especially NFE - is aimed at development.

On the other hand, some agencies place their 'education' programmes in one sector and their 'development' programmes in another sector. One agency recently said, "We have closed our education centres and now we are concentrating on development". So they see a distinction between development and education.

So we need to understand what we mean when we speak of development.

### WHAT IS DEVELOPMENT?

Development is not just the same as growth. A tree can grow twisted and useless - that is not development. Development is growth which is directed at a goal, a purpose.

There are two aspects to development, personal development and community or social development. Mostly the word 'development' is used in developing countries to mean the second kind of development - national or regional or local development. But personal development is just as important.

Development in this sense means *an intervention designed to bring about growth directed to a desired purpose.*

Most people see development as concerned only with economic development or perhaps social development (housing, health etc). They do not see education as a part of development, although some of them see education as a way of bringing development about. So they draw a distinction between education and development.

### VIEWS ABOUT DEVELOPMENT

There are many different views about development with many different titles - Community Development, Human Resource Development, Basic Human Needs etc.

We can see all these theories about development as falling into three main groups:

1. **DEFICIT**: These views of development say that the cause of under-development is that the country or the people lack something; and that other countries or people must give them what they lack. Then they can catch up. A country lacks roads or communications or electricity supply etc; and the people (with their traditional views) lack motivation or skills or knowledge or modern scientific attitudes. And because they lack all these things, they cannot help themselves: they need 'inputs' from outside before they can engage in development.

This 'modernisation and growth' view of development is the most common approach to development today. But there are two problems with this approach. First, inputs create dependency; the poor countries and people come to depend on outsiders for help rather than helping themselves. They do nothing for their own development under this approach. Secondly, this approach does not ask the question, why are the poor countries and the poor people poor? It does nothing to alter the system which made some countries and people poor and others rich. It says that only the poor need to change, not the rich. Indeed, this view "blames the victims" for their poverty.

2. The second group of views can be called the **DISADVANTAGE** approach to development. This view says that it is not the fault of the poor that they are poor, it is the fault of the rich countries and people. It says that some countries and people are poor because they are being disadvantaged by the rest of society, they are marginalised and made to be dependent; they have been oppressed and exploited by the rich. It says that both the poor and the rich need to change if development is to take place. This view says that the deficit view of development is actually encouraging dependency and exploitation. It says that we need to tackle the whole system of inequality.

This group of views about development suggests that the poor people need outside help to take action for their own liberation from oppression. They look at broad sweeps, large scale operations to overcome oppression; they seek the transformation of the whole of society. But on the whole development does not work like this.

3. The third group of views about development can be given the title **DIFFERENCES**. Countries and peoples are seen to be pluralistic, different from each other. Development is not trying to make all people the same but to help them to develop their own differences and to understand the differences of others. It

stresses 'indigenous practices' as the basis of development. Countries and peoples can help themselves; development interventions are designed not to change the ways people do things (Deficit) nor to change systems (Disadvantage) but to strengthen what the people are already doing.

## THE PROCESS OF DEVELOPMENT

The reason why there are so many different views about development is because different people see the problem of development in different ways.

There are three main elements to the development process:

**The problem**: what is the problem which development is designed to solve? Some people speak about poverty, marginalisation, oppression, ignorance, traditional attitudes and practices, etc. The way we define the problem will influence how we see development.

What do you see as the problem of development in your own area? Is it poverty? If so, why are the people poor?

**The process**: what is the process by which the problem is tackled? Some people speak about providing inputs, or training, or participation or creating groups for social action, even revolution etc

What do you think would be the best way tackle the problem of development in your area?

And thirdly, there is the **end product**, the goal which is the ultimate aim of development. Among the goals which have been proposed are prosperity for all, equality, justice, economic growth, modernisation, liberation from oppression, improved quality of life, sustainable livelihoods, etc.

What do you think development should aim at in your own locality?

Development workers cannot agree
* on what the problem is
* on how to tackle it
* and on what they are really aiming at.

This is the reason why there are so many views of development and so much uncertainty.

You can now set out how you see Development in your own area:

| PROBLEM | PROCESS | END PRODUCT |
|---|---|---|
| | | |

## PARTICIPATORY DEVELOPMENT

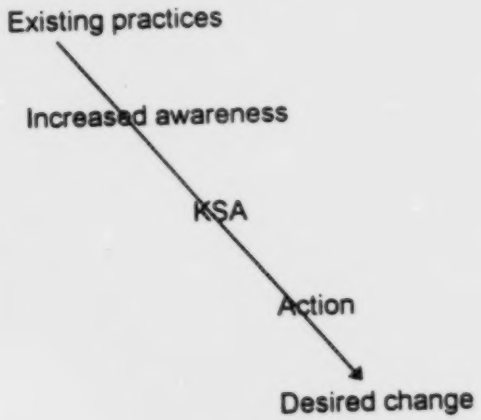
So far we have thought about development workers identifying the problem, deciding on the process and determining the end product of development. But to be really sustainable, most development workers now insist that the problem should be identified with or even by the participating group; that the process should be in large part controlled by the participants; and that the final goal should be determined with or preferably by the participants. "Start with where they are and end up where they want to go" is a good motto for development workers if we are to achieve sustainable development.

## EDUCATION AND DEVELOPMENT

Where do education and training fit into development? Is it a part of the development process at all? Or is it quite separate? To answer these questions, we need to look at the process of development in more detail.

One picture of the development process sees it as a dynamic road to development. This road starts with what the people are already doing, their **existing practices**. The next step is to heighten the people's **awareness** of their own situation through a process of critical reflection on their experience. In this way, the problem which is to be tackled by the development programme can be identified more clearly. Once a decision has been taken as to an appropriate course of action, the process of helping the people to develop the necessary **knowledge, skills and attitudes** (KSA) needed to undertake the development programme takes place. This will facilitate the **action** needed for development; and this will in turn lead to the **desired change**.

**The development path**




This can be called the full route or the total route to development.

**Short cuts to development**

We call it full or total because there are some short cuts which many people try to take - but these are all ineffective.

One short cut is the **bureaucratic route**. This starts with the existing practices and proceeds straight to action without increasing people's awareness of the need or developing the necessary KSA. For example, the decision to pass legislation to abolish dowry was taken without arousing people's awareness of the problem or developing people's knowledge, skills and attitudes to take action. Legislation was thought to be

adequate for this task. This is why it is called the bureaucratic route. But it is not effective.

A second short cut can be called the **technocratic route.** This starts with the existing practices and passes straight to the development of knowledge and skills (alone, without attitudes) and then to action. Many literacy programmes are an example of this route; the answer to 'the problem of illiteracy' is seen to be the provision of technical training in literacy and numeracy skills alone. This too is not effective.

A third short cut is the **revolution route**. This starts with the existing practices and with increasing awareness and then it moves straight to action without developing the necessary knowledge, skills and attitudes. But revolutions are never very stable or sustainable.

The only effective route to development is the full or total route. And through this, we can see why education is the central feature of all development programmes. At the heart of every development programme lies a process of helping people to develop further their knowledge, skills and attitudes - and that process is education.

Sustainable development is the process by which people come to take control over the development process and continue it for their own sake, not at the request of the development agency. So they will continue to develop their own knowledge, skills and attitudes. We have seen above that people are learning all the time; true development programmes will seek to help people to direct their learning towards their own development goals.

The aim of all education, formal and non-formal, schooling is development - that is, self-development (the development of the individual pupil) and community development (the development of the society of which the pupil is a part). That should be the goal of our NFE programme.

*Further Reading*

If you want to read more about the subjects discussed in this section, try to get hold of one or two of the following books: you will find them useful

Burkey Stan, *People First* Zed Books 1994
Rahman Md Anisur, *People's Self-Development* Zed Books 1994
Rogers Alan, *Adults Learning for Development* Cassell 1992
Sachs Wolfgang, *The Development Dictionary* Zed Books 1994
Simkins Tim, *Nonformal Education and Development* Manchester University Press 1986

# PART II: LEARNER-CENTRED NFE IN ITS SOCIAL CONTEXT

# CHAPTER IV: HOW CAN WE GET THE COMMUNITY INVOLVED?

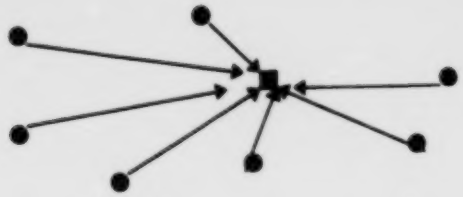
Non-formal education, in contrast to the formal system of education, prides itself on getting closer community involvement in its NFE Centres. But this is not always an easy thing to do. We need to reflect on our experience of the community and the NFE centre

List here some of the ways in which you have seen community involvement in NFE centres and some of the problems

## 1. Centre networks

We need to start our discussion of the community and the NFE Centres by looking at one of the major differences between NFE Centres and the formal schools.

The formal schools provided by the state - primary and secondary - form part of a national system of education. Each school belongs to that system. There is a link between all primary and secondary schools, however remote they may be. And there is a strong link between these schools and the local government officials who usually reside in the nearest town. Because the teachers see themselves as government officers and as a professional group, their sense of community usually lies more with other government officials and with other teachers than with the members of the local community. The formal schools and their teachers have stronger links with these government agencies than they do with the community in which they stand.



Each primary school stands in a community but its main links are with the Local Government (Block) Office and not with each other

We need to ask the question as to where do the main loyalties of the NFE Centres lie? NFE centres have been provided by the state or by NGOs. But the state officials do not live in these villages; and the NGOs, even though they have usually been working in these villages for a very long time, are still normally seen as an outside body.

How far then is the NFE Centre really part of the local community? We can choose the teacher from within the local community - but does she really belong to that community or to the outside world of the State Educational Service or the NGO? We can get a local community group to help to run the NFE Centre: but do they really feel that they are helping an outside body to provide a school or that they are helping their own community to solve its own problem? Is the NFE Centre seen by the villagers as an outside intrusion or a genuine attempt by local people to solve their own problem? You will need to listen carefully and to think hard before you can really answer that question.

Each NFE Centre stands in its own community but its links with the NGO headquarters or Local Government Office (Block) and with each other are weak

## GETTING THE COMMUNITY INVOLVED

Much has been written and spoken about getting the community involved in NFE Centres. Most agencies develop a Village Education Committee or a Parents' Committee or even both. They ask the local community to help to identify a local person to be trained as a teacher; to locate a suitable location for the Centre and to support it; to provide resources; to assist with recruitment of the students and to ensure their regular attendance; and generally to take an interest in the Centre by visiting it from time to time.

## STAKEHOLDERS

Perhaps we need to look a little more closely at this picture. After all, there are others who have an interest in this NFE Centre than just the few people we have asked to help us with providing the Centre. We call these people the 'stakeholders'

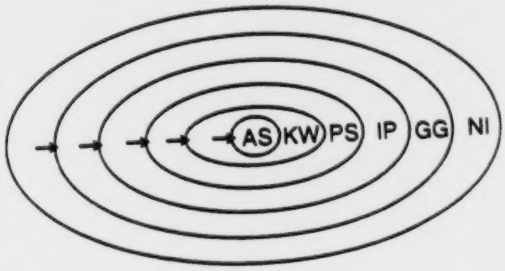
You can do an exercise on this for yourself. Try to identify how many people (individuals and groups) there are who have some kind of interest in your NFE Centre. Who will be concerned with whether the school is working well or not? Who do you think will be interested in whether the pupils who leave the Centre are well educated or not?

Some of these will have a relatively weak interest in the Centre; others will have a much stronger interest or concern. You might care to mark on your list which ones will have a strong interest (S) and which ones have a weak interest (W).

## INCREASING SUPPORT IN THE COMMUNITY

Perhaps we can here see a picture of the community as a series of concentric circles.

At the centre lie the active supporters (AS) of the school - the facilitator in particular, they key members of the committee. There will be very few of these. Then will come the keen workers (KW), those who have a strong interest, who will be willing to work for the school, to provide resources (a place to meet, some money for resources etc). Then there will be the positive supporters (PS), those who have a strong interest but do less work directly for the Centre. They may turn up to school events (prize giving ceremonies etc). It is in this circle that many of the parents will be although usually one or two parents will be among the keen workers. Then there will be the general interested public (IP) - people in the community who are pleased that there is a NFE Centre in the village but who do not often go to it. Then there will be some who may think that it has little to do with them. They may have general goodwill (GG) to the Centre but it does not impinge on their lives. There will be very few (though there may be some) in any village who are just not interested (NI) in the NFE Centre at all.




The question of community involvement in the Centre then is no longer simply a matter of getting a committee together but of trying to find out who are the stakeholders and of trying to increase their interest and concern. Getting the community involved in the work of the Centre is a long process of helping one or two more each month to become just that bit more interested - to move from uninterested to general interest; from general goodwill to being a supporter; from being supporter to being a keen worker; even from being a keen worker to being an activist. It is a matter of a growing community interest, not of a declining interest.

## WHY SHOULD WE INVOLVE THE STAKEHOLDERS IN THE NFE CENTRE?

You may care to ask yourself now why you should try to get more of the stakeholders involved in the successful running of the NFE Centre. Most schools run with only a small outside involvement - perhaps a parents' committee and perhaps also a small village education committee. It is usually assumed that a school is best run by the teachers and the educational authorities. Why should we get others involved at all? Would they not be a distraction?

First, it will be useful if you could try to suggest some reasons yourself for involving more of the stakeholders in the NFE Centre.

Probably you have listed one or more of the following reasons:

- the NFE centre is meant to be non-formal and to be more community oriented than the formal school: so we need to get more community involvement.
- the NFE centre uses very few resources; therefore we need to get more resources from the community
- the NFE centre should have a more relevant curriculum than the formal school, more life-related; involving the stakeholders will help to ensure that the curriculum will be relevant
- the more the community is involved, the more the NFE Centre will become sustainable
- they need to be involved in the NFE centre if they are to have enthusiasm and commitment to the Centre.

There are of course more reasons; you can keep adding to this list

## HOW TO GET THE STAKEHOLDERS INVOLVED IN THE NFE CENTRE

Only you can suggest the various ways in which you can get the stakeholders involved. They can meet regularly; they can attend various functions like prize days and exhibitions. They can come in and teach a special session on some aspect of their experience or some skill which they possess. In this way you will widen the experience which the children can have through the NFE Centre and you will break the monotony of only having one teacher. There are lots of ways of involving stakeholders in the Centre.

One way which has been adopted in some places is to use one or two of the stakeholders to assist regularly in the school as volunteer assistants. They are sometimes called 'auxiliaries'. They are unpaid - adolescent girls or younger mothers who may be able to spare one hour or so to come in and help teach the younger children while the teacher is getting on with the older and more advanced children; or who read a story to some of the children; or who help them to draw a picture or undertake some simple task. Just as some schools use 'monitors' (that is, older children who are more advanced) to teach younger groups of pupils while the teacher is busy with another group, so some NFE Centres have invited one or two persons to become volunteer auxiliaries or assistants. Some of these auxiliaries become very good at the work indeed and they can be a great help to the teacher. Of course there are

difficulties. In some villages, the women work in the fields and cannot spare the time; or the teacher may not like to have anyone in the classroom at the same time as she is there; or some of them may feel after a time that they should be paid for doing this. But in some places using auxiliaries as 'volunteers' - unpaid helpers - has worked very well. You could see if it might work in your Centres.

If you are going to involve the stakeholders in some way in helping you with your NFE Centre, then you will need to meet with them and to discuss with them what is going on in the Centre. You will need to talk with them about the mission of the NFE Centre: what you see as this mission and what they see as the mission. It will not always be a matter of you talking to them. You will also need to listen to them, to hear their views about the Centre, how they see it influencing the village.

You may have to help them to learn what NFE is and why you are using NFE. You will certainly find that they will want to discuss the whole question of primary schooling - why their village has not got one or why there are so many drop-outs from the primary school. They will also need help to see what they can do to help the Centre. In other words, your discussions with them will become a kind of training programme for the stakeholders. A NFE Centre is not just for children; its work will affect the whole of the village if it is a really effective Centre. It can become a Community Learning Centre. Indeed, some places do not call them Non-Formal Education Centres but Non-Formal Learning Centres.

## CHAPTER V: HOW CAN WE BUILD A LEARNING ENVIRONMENT?

As we have seen above, the student participants in our NFE Centres are already learning outside of the Centre.

They learn from many different sources. One of the most obvious of course is the home. Here they learn from their parents and other relations. But there are many other learning sources in the local community.

Make a list of all the sources from which the children in your NFE Centre are learning. You may find it helpful to list these items under different headings

PEOPLE

VISITORS TO THE VILLAGE

FAMILY EVENTS OR HAPPENINGS

COMMUNITY EVENTS OR HAPPENINGS

VISITS

NATURE

WRITINGS

MEDIA

You may wish to add other headings to this list.

Now you can see that the children are doing more learning outside of the classroom than inside it.

Some of this learning will support what your NFE Centre will be trying to help them to learn at school. But some of it will not be very helpful to your work with them.

Can you suggest any kinds of learning which they do outside of school which would be helpful to your work? - i.e where they will be learning the same kind of things which you would like them to learn?

Can you now suggest any kinds of learning which they might do outside of school which would contradict what you are trying to help them to learn in the school or Centre?

**STRENGTHENING THE ACTIVE LEARNING ENVIRONMENT**

Most of us would want our student participants to learn effectively outside of school as well as inside school. In this way, they will continue to learn positively when they leave the school or Centre. So we will want to strengthen the learning environment.

What is more, if we can strengthen the right kind of learning environment, the our task of teaching inside the Centre will become easier.

So we need to think how we can strengthen the learning environment for the children inside our Centre.

It is not easy for us to suggest to you how you can do this in your own villages because every village is different. But we can help you to think about it. You may care to use the headings above.

It will be useful if you can remember that we have defined active learning as a process of QTT - that is, asking questions, thinking, and testing. So that what you are trying to do is to help the student participants in our Centres to ask questions about their physical and social environment, to think about it (often to discuss it with others), and to test out their new ideas in some way or other.

1. How can you help your student participants to learn more from the PEOPLE of the village? You may be able to send the children out to find out something for themselves by asking some of the people in the village. For example, if your village has a post office, they could go there to ask about stamps and letters etc. If you do that, you should try to talk to those people to warn them and to make sure that they are willing to help.

Suggest some other ways in which you can get your children learning actively (QTT) from the people in their village.

2. You could try to think of ways in which VISITORS TO THE VILLAGE can be useful to you in your work. Try to persuade some of them to visit your Centre and to talk to the children. If you know they are coming, you could ask them to bring some new materials with them for you to use in the class.

Suggest some other ways in which you can get your children learning actively (QTT) from visitors to their village.

3. You can use the various FAMILY EVENTS OR HAPPENINGS to start a discussion on various topics - for example, a wedding or a new baby, or a sister or brother leaving home to go to a new job in the town etc.

Suggest some other ways in which you can get your children learning actively (QTT) from their own family events.

4. The COMMUNITY EVENTS OR HAPPENINGS can provide a great range of learning activities - a holiday like Diwali or Holi; a temple festival; a village feast; a big village quarrel; an election etc. You could even get the children in the Centre to create their own annual event to which you would invite other people to come. You can get the children to draw pictures about these, to write stories about them, to do mathematics based on some of these events, to role play these events, etc. Some Centres have got the children to draw a map of the village with all the houses on it and making pictures of all the people in the village.



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Suggest some other ways in which you can get your children learning actively (QTT) from the community happenings in their village.

5. Many children and their families make VISITS to various places. For example, they go to market or to a nearby village to meet relatives etc. And you can organise some visits of your own for the children of the Centre to do (get one or two of the stakeholders to help you with these visits; you will need extra help). These too can form the basis for much new learning. You could ask the student participants to write or draw pictures about these visits. They can use QTT on all of these events.

Suggest some other ways in which you can get your children learning actively (QTT) from the visits they will make.

6. NATURE is a great teacher. All around us we see the balance of nature and the changes of nature (birth, growth and decline and death and then re-birth). There are the regular changes - the rainy season and the dry. Then there are sudden changes - storms and droughts. All of these can be used to promote new active learning (QTT).

And there is the impact which we as human beings are having on nature - the chopping down of trees; the taking of water; the use of mud for bricks; etc Once again all of this will lead to new QTT. It has been said that the natural environment is the best classroom in the world - if the teacher uses it properly.

Suggest some other ways in which you can get your children learning actively (QTT) from the natural environment of their village.

7. In every village there are lots of WRITINGS - election posters on the walls, calendars indoors, letters, driving licences for those lucky enough to be able to drive or ride a motorcycle; newspapers and magazines in some people's houses etc.

Try to search for these writings. And bring them into the classroom to be used for more learning. Or get the children reading and writing at home.

And you - through the facilitator and through the supervisor and project officer - can bring new reading materials into the village - more magazines; leaflets from UNICEF and other agencies; notices about religious festivals; film advertisements; and so on.

Make a list here of as many pieces of writing you can think of which can be found in your village or which can be brought into your village.

How can you use these to help your student participants to learn actively through QTT?

8. There are in every village some radios, and in many there is television. These will open many windows to the children. Try to think of some ways in which you could use these media to help the children to learn actively.

**CONCLUSION**

It is important that you come to realise that the children in your Centre will be learning through their everyday experiences - they will reflect critically on these experiences by asking questions about them, by thinking and by testing out their new ideas. You can help them to do this purposefully by strengthening the learning environment. In this way, your NFE Centre will become a learning centre not just for the children but for the whole village.

## CHAPTER VI: MOTIVATION

It is often said that the community is not motivated to help the NFE Centre - that children are not motivated to go to school, or if they go to school, that they are not motivated to learn; that parents are not motivated to send them to school regularly; that the village leaders are not motivated to meet and discuss the NFE Centre and to support it. Indeed, it is often said that the people are not motivated at all, to do anything; that the first task of the project officer, supervisor and facilitator is to motivate the people. This is what is often said.

This means that we need to ask, what do we mean by motivation?

Motivation has been defined as "those factors that energise and direct behavioural patterns organised around a goal". Let us take this definition apart, because it contains some most important things for us to realise.

1. First, motivation consists of **various factors**. It is not one thing.

Some of those factors are inside the individual: these are called the 'intrinsic' factors. They include things like drives, desires, yearnings, interests, etc.

Other factors lie outside of the individual: these are called the 'extrinsic' factors. They include things like 'rewards' - those things which make us "feel good"; and also 'punishments' - those things which make us feel bad.

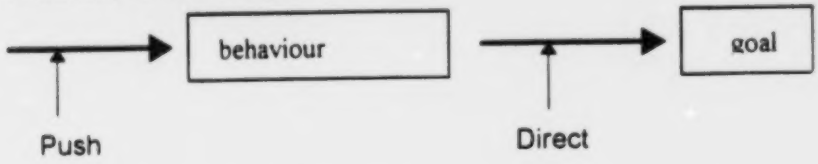
So motivation lies partly inside the people and partly outside the people.

And this means that we cannot talk about 'motivation' as if it were one simple thing. Instead, we need to talk about 'motivating factors'. Motivation is not one thing: it is a collection of different things.

2. Secondly, these factors produce a **force** which does two things at the same time. The first thing is that they drive the person onward. This is what 'energise' means. It is the <u>push</u> factor.

The second thing that they do is to focus this drive in a certain direction: this is the <u>direct</u> factor.

Imagine a railway: the engine gives the train a push or pull factor; the railway lines give the train a direct factor. This is motivation - it pushes and it directs this push in a certain direction, towards a goal.




What this means is that no-one is unmotivated. Everyone is motivated towards something. They may not be motivated to do what you want them to do but they are never unmotivated. Their goal is not necessarily your goal, but they do have goals of their own.

So when we speak of the first task of the project officer, supervisor and facilitator as being 'to motivate the people', we mean 'to motivate them to do what we want even when they may want to do something different'!

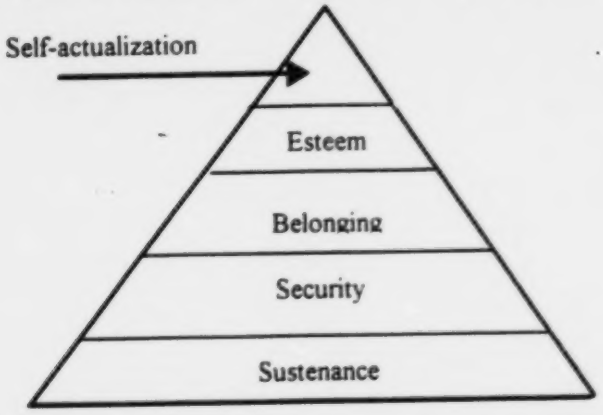
3. The third thing which we get out of this definition is that motivation can only be seen in behaviour. We cannot really know what factors are motivating someone else; we can only guess. A man goes to the tea shop for a drink: is he going to meet his friends or because he is thirsty or is he going to get away from a noisy house? What are his motivating factors? A woman decides to take the baby with her to the field rather than leave him with her mother-in-law. What are her motivating factors? We shall not know, we can only guess. Even if you ask people, they may not tell you the real motivating factors. They may not even know for sure what are their own motivating factors.

## MOTIVATING FACTORS

What are these motivating factors? There are many different schools of thought here. We will discuss one or two which may be useful to us in the field of learner-centred NFE.

1. The first group centres on 'needs'. Those who hold these views think that people do things because they need to do them. A lot is talked about building NFE on 'learning needs', by which it is meant that people will learn what they need to learn. (We are talking here about real needs - needs which the people actually feel; not about the needs which outsiders see but which the insiders do not see).

One writer (Maslow) is famous for his 'hierarchy of needs'. What he said is that everyone has a set of needs and that these are arranged in a hierarchy. The first set is for sustenance - food, water and warmth. When these have been met at least in part, then the second set of needs come into play - shelter, protection, security. When these are met (in part), then belonging to a group becomes a need. When this is met (in part), then there is a need for a sense of esteem, of worth, of value. And when this need too is met (in part), then the highest need of all comes into play, what Maslow calls 'self-actualisation' - that is, self-development to distinguish myself from other persons.




Let me give you an example of how it works. Imagine you are a cave dweller; you are in need of security (second level need). But then you get hungry - that is, the first level need asserts itself: so you leave your security to get food despite the fact that that is risky. Once you have food and water, you go back to your cave. Then you feel the need for some company, so you may go to find someone else, either an individual or better still a small group. Once you have joined a group, you will feel the need for that group to give you some value, some sense of worth. Once you feel that other people value you, then you can engage in self-development, making yourself different from other people.

## EDUCATION AND NEEDS

Where does education fit into that hierarchy of needs?

If the education will help people to get food, then it will meet the needs of those who are in that stage of need drive; if it can help with shelter, then it will meet the needs of those people. If it helps to form a group, it will meet those needs; and if it helps to establish someone's sense of worth, then it will meet the need of these people.

You cannot teach literacy to an adult or a child who is hungry, or who feels insecure. A literacy class or NFE

Centre for an adult or child who is feeling the need for company will always stay at the level of a social group - they like coming to it to meet with other people but they will not see the need for learning literacy. A literacy class or NFE Centre for an adult or child who is feeling the need to establish his or her sense of worth will mean that they will want to learn literacy in order to make themselves feel more important, in other words, for social status reasons, not really to use it. Only in the self-actualisation stage will a person want to learn to read and write and to learn all the other things which a NFE Centre teaches.

## DRIVES

There are other views of motivating factors. Some of these talk about the drives which motivate people. One of these views is the everyone of us has a drive to become an 'adult', however that may be defined in our own society. This will lead us to want to become more fully developed, more mature, more balanced in our outlook, and more independent , self-reliant. Then there is another view which suggests that each one of us has a drive to make meaning out of what happens to us in our lives. We are motivated to do things that will help us to do this. There are still other views - for example that each of us has a drive towards stability and harmony and away from disorder and conflict. So that when we come across something which makes us uncomfortable, we try to change it or to change ourselves to make ourselves more comfortable.

Some of these drives are 'innate' - that is, they were born in us. We get them from our parents; they are an essential part of human nature. Others have been learned through a process of 'rewards' (encouragement, feelings of success, etc) and through 'punishments' (things which make us feel bad like a sense of failure or ridicule from our colleagues, criticism from our parents and teachers etc).

Some of these drives are strengthened when we achieve goals. Goals need to be achieved regularly if we are to be motivated; we all must have a sense of achievement, of success. Once again, it is like riding a bicycle - as long as we feel we are moving forward, we shall go on riding; as soon as we feel that we are not making progress, we fall off!

## MOTIVATORS AND DEMOTIVATORS

The best way of thinking about motivation then is not to think of it as a single thing (i.e. that people are NOT motivated or that people ARE motivated) but to think about the *factors which motivate people* and the *factors which demotivate people*.

**Demotivators:**
Most of the demotivators lie outside of the person in the environment. They may see the NFE as not being relevant to them; or it may be at the wrong time or place, or they may not be happy with the teacher etc. You need to list all the items which will make some of your people feel unhappy about your school or Centre.

If we are to take the hierarchy of needs seriously (and we should), then it may not be that the people are unmotivated but that they have things which they feel are more important than NFE - for example, earning a living, or getting fit or helping their family etc. It is not that they are demotivated but that they are more strongly motivated to something else.

List here some of the things which you feel people in your villages will see as being more important to them than your NFE programme:

You may include here things like a bad teaching room, bad relations between the teacher and the student participants, the lack of an adequate salary or the late payment of the salary, difficult language, lack of materials or the bad quality of them, constant criticism from the teacher or the supervisor, the perceived lack of commitment of other people etc. We can all find lots of demotivators.

**Motivators:**
But there will also be some factors which will help people to feel good about your NFE programme. What will they like about it? These will tend to be things inside them - that NFE will give them some recognition, some acknowledgement of their achievements, of satisfying their own goals.

List here some of the motivators - things which will make the people in your community feel good about their NFE Centre.

You may include here things like the perceived relevance and usefulness of the learning programme, a sense of satisfaction at the learning, co-operation and helpfulness from the teacher, the active support of the supervisor, NGO and community, acknowledgement of success, being given increased responsibility etc.

## CONCLUSION

There are two main conclusions which we can draw from this discussion of motivation

1. that we must not talk about people as not being motivated, or that 'we must motivate them'. Everyone is motivated to do something. We need to try to understand them, to see what they are already motivated to do for themselves. We need to look at the demotivators and at the motivators in their terms, not in our terms.

2. that we should try to strengthen the motivators and to weaken or overcome the demotivators in their lives if we want them to focus their motivation on the NFE Centre. And we need to do both of these at the same time. It is not enough to remove the demotivators without building up the motivators; equally it is not enough to strengthen the motivators if we do not remove the demotivators.

The truly strong motivator of course is if the people come to think that the NFE Centre in their village is THEIR Centre, not our Centre. It belongs to them, not to the Education Authorities and not to the NGO. That is why we need to get the community involved, that is why we should try to get the active support of the largest group of stakeholders we can find; that is why we need to build up the learning

environment. If it is **their** Centre, then we can work with them to identify and remove the demotivating factors and to identify and strengthen the motivating factors. We cannot do this by ourselves, only with their help. They can tell us what they see as demotivating factors; they can tell us what they see as motivating factors. Then we can work together with them to build up their motivation to support the NFE Centre.

*Further Reading*

If you wish to read more about the subjects in this section, try to get hold of
Sotto Eric, *When Teaching Becomes Learning* Cassell 1996 edn
Rogers Alan, *Teaching Adults* Open University Press 1986

# PART III: LEARNER-CENTRED NFE AND THE CLASSROOM

## CHAPTER VII: CURRICULUM, SYLLABUS AND SCHEDULE OF WORK

### INTRODUCTION

It is in the classroom as well as in the community that the differences between formal education (schooling) and NFE can be seen. So that now we need to look more closely at what we do in the classroom. We shall start by looking at the curriculum of NFE and then at Learning Objectives and finally at teaching-learning methods and materials.

### THE CURRICULUM

There is a great deal of confusion in the use of the words 'curriculum', 'syllabus' and schedule of work'.

Write out here what you mean by the word 'curriculum'.

Most people use the word 'curriculum' to mean the subjects which are being taught. This is because most people think of 'education' in terms of knowledge - what you know; so they think that education means teaching the student participants a subject or other.

But in fact curriculum is much wider than the subjects which are being taught. The word 'curriculum' comes from the same word as the word 'current' (a river current or electrical current) - that is something which flows or moves in a set direction. It is a word which originally meant a race course (for horses) - that is the route which a horse and rider must follow to arrive at the goal (the winning post).

Now we can see what the word means in education. The curriculum is the route which the student participants need to follow in order to achieve the goal of learning. It is everything they do - not just the subjects but also the methods of teaching-learning which are used, the activities they are asked to engage in, the room they sit in etc. In other words, the 'curriculum is the total set of experiences which the students have which are planned to lead to the learning goal'.

In teacher-centred education, the curriculum will concentrate on what the teacher will do in the classroom - on what he or she will say, on the questions they will ask to the students, on the tests they will give. But in learner-centred education, the curriculum will concentrate more on what the student learners will do - what they will read, what they will write, what they will talk about, what activities they will do (play, paint, make, mend, draw, mix together, run etc).

## PLANNED AND HIDDEN CURRICULUM

There are two parts to the curriculum.

**The Planned Curriculum**: there is the planned curriculum, what the teacher and the teaching organisation plans for the student learners: the length of the course, the seating arrangements, the choice and sequence of subjects, the choice of teaching methods (see below), the work in class and the homework (if any), outings and visits, etc. Everything you plan which you hope will lead to more learning in your NFE Centre forms part of the Planned Curriculum.

**The Hidden Curriculum**: but there is also a hidden curriculum.

The Hidden Curriculum are the things which teach children various things which are however not really planned. They are often not spoken about at all.

Let me give one or two examples of the hidden curriculum:

a) the relationship between the teacher and the student learners: this can be shown in many ways. For example, if the teacher always stands up, then he or she is teaching the students that the teacher is a sign of authority and not to be questioned; while if the teacher often sits down, then the students will feel they can come to the teacher with questions much more easily. If the teacher dresses neatly and with rich clothes, then the students will learn that the teacher is rich while they are poor. If the teacher shouts at the students, then they will learn that he or she must be obeyed; but if the teacher is calm and quiet and friendly and approachable, the students will learn that the teacher wants the students to be friends with them. All of this is part of the hidden curriculum - the students will learn much without anything having been said. Indeed, the teacher does not plan this, but it represents the true values of the teacher.

Again if the supervisor comes in and takes over the class, teaching the students and pushing the teacher to one side, the students will learn that their teacher is not very good and that the supervisor is not pleased with the teacher; they will learn that the supervisor is much more important than the teacher. This is all part of the hidden curriculum.

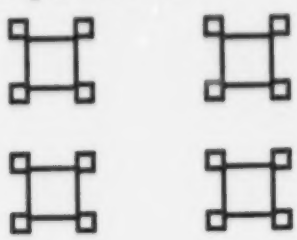
Again we can see the hidden curriculum in the seating arrangements. If the seating is like this,

then the students will quickly learn that the teacher is the only one in the room who is important. The ones at the back can only see the backs of the heads of the children in front of them - that is, they learn that the children in front must not talk to the children at the back. They will come to think that learning is listening to the teacher.

If the seating is like this,

then the students will realise that everyone is equal, that everyone can talk to each other, that learning is sharing ideas and questions and thinking and testing.

And if the seating is like this,



then they will learn that learning is a matter of collaboration, of finding out together, not just of listening to teacher.

So the hidden curriculum includes all those things from which the children learn even though they have not been talked about in the classroom.

Try to identify any other aspects of the hidden curriculum which you can now detect in your NFE Centres

**Experiential learning**

We can now see the curriculum as a whole. It is the total way in which the student learns that forms the curriculum. We have already seen above that active learning consists of critical reflection on experience leading to action (CRE+A), not receiving knowledge and wisdom from others. So that what the student participants learn will depend upon the kind of experiences they have. The experiential approach to learning will thus be the most effective way to help the student participants to learn. We all - children and adults - learn more from doing something than from listening to someone talk about it.

> "A crucial factor in the teaching-learning process is providing an effective learning experience. This is the criterion by which all teaching and learning must ultimately be judged. An effective learning experience is one that results in a maximum of desirable change in behaviour on the part of the learner."

Let us give some examples.

**Case study 1:** this is a training course for NFE Centre teachers/animators/ facilitators. The syllabus is clearly laid out - what is NFE; how can NFE contribute to development; how to get the community involved; how to recruit student learners; motivation; how to run the class; how to use the primer; and evaluation. The course is held in the educational offices of the Block Development Office. Among the trainers are the District Education Officer; the Collector comes in because of the Total Literacy Campaign. There are talks about what NFE means, about how to keep the register, how to motivate the people, how to check regular attendance etc. One of the staff of the State

Resource Centre comes in to talk about how to use the primer.

From all of this, the teacher will learn through the hidden curriculum that teaching in a NFE Centre is largely a matter of administration; that the procedures are the most important thing.

**Case study 2:** this is again a training course for NFE Centre teachers/animators/ facilitators. It has the same syllabus as above. But its methods are different. It is held in an NGO Training Centre. The trainers are experienced NGO staff. They take the trainees into the field, they look at NFE Centres, they talk to NFE teachers. During their training, they practise some teaching, some classroom management, sometimes through role play, sometimes through micro-teaching. In other words, they learn actively through experience. In particular, the NFE teacher will learn that teaching in a NFE Centre is a practical matter of choosing from different methods.

In other words, if the training of NFE teachers is learner-centred, then there is a bigger chance that their own teaching will be learner-centred; if their training is based on a tell and listen method, then their teaching in the NFE Centre will be based on a tell and listen method.

The same is true for all kinds of education and training programmes. Take the training of managers, for example. They can be trained at university through an MBA: in this case, the curriculum will be an academic one and they will learn that management is an academic matter, a matter of the head only. Or it can be done on the job, experientially, by watching, practising, questioning, thinking and testing - in which case they will learn that management is a set of practical skills. The curriculum is not only the subject matter of the training course but all that the course contains - the total experience.

## SYLLABUS

The syllabus on the other hand is the list of subjects to be discussed by the class - the areas of study. The syllabus is usually set out in the textbooks. It includes the way these subjects are divided into academic areas - history separate from geography from civics or social sciences from literature and from language, science from arts and crafts and from socially useful productive work etc. These are of course artificial divisions: how can one ever divide geography from politics or politics from history or science from mathematics etc? Life is not made up of academic disciplines: it is made up of problems and issues and circumstances and events which use all of the academic subjects.

The official syllabus for the NFE Programme in Orissa consists of language (Oriya only, not any of the other languages used by the people of the State), numeracy, environmental science, creative activities, health, social sciences (from Standard III), English (from Standard IV) and 'Socially Useful Productive Work'. It is often alleged that this syllabus is irrelevant to the needs of the students in NFE programmes. But each of these subjects can be used either as the basis for creative exploration of local needs or for the acquisition of irrelevant knowledge to be reproduced through a rote learning process. Each of them can be made relevant by an imaginative and innovative NFE teacher using a range of materials to supplement the given textbooks; or they can become irrelevant to most of the student participants simply by concentrating on the textbook alone.

The syllabus also includes the sequence in which these subjects are taught. Mostly this will move from the simple to the more complex - this is the way children are taught. [Adults need a different sequence. They will normally move from the concrete to the more abstract, not from the simple to the complex. They can deal with very complex ideas right from the start if these relate to their own experience. For example, 'oppression' can be used with adults to start off a discussion on politics, but it cannot be used with children].

There is a hidden element to the curriculum also. The children will learn from the subjects that you leave out that these subjects are not important. For example, many children play with mud. But mud is not normally used in school: and so the children learn that mud is not a useful item. Again sex is rarely discussed at school: and so the children learn that sex is not a matter to be discussed in polite society.

## SCHEDULE OF WORK

Once you have determined the curriculum - what you want the student learners to do in order to achieve the goal - then you will need to put this into a schedule of work. This will be largely the timetable: the work plan for the students.

Many teacher training agencies ask their students to prepare a lesson plan. But many lesson plans concentrate on what the teacher will do, what they will teach and how. Learner-centred NFE will think more about a schedule of work for the student learners - their activities, what they will do in class and outside of the classroom. This will be true learner-centred education.

## CHAPTER VIII: SETTING LEARNING OBJECTIVES

The aim of the curriculum, syllabus and schedule of work is to plan the set of experiences which the students will have to enable them to achieve the learning goals. What are these learning goals? And how can we set them?

Some people get confused between aims, goals and objectives and also are not sure how these relate to the word 'purpose'. It is not very necessary to distinguish between these words - you can use them just how you like. But you may find the following helpful:

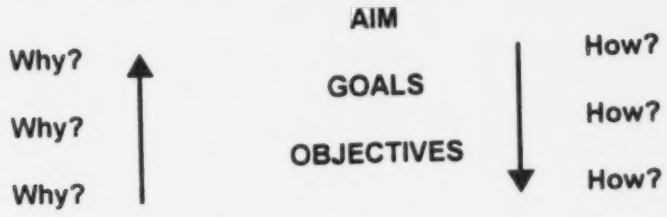
- **purpose** is all of them; it is a general word to cover the whole field. The purpose of any NFE programme will cover the aims, goals and objectives.
- **aims** are the highest of all of them; it is the end product of the learning programme.
- **goals** are the middle level achievements which will lead to the fulfilment of the aims.
- **objectives** are the immediate targets of the learning programme. They will lead to the achievement of the goals.

Let us give some examples:

- in a football match the aim is to win the match; the goal is to win the game by scoring more goals than your opponent; the objective is to pass the ball to another member of your own team and to make sure that the other team do not get the ball. Thus all the objectives gradually build up until the team scores a goal; and all the goals build up until the team achieves its aim of winning the match.

- in an NFE programme, the aim may be to improve the standard of living of the student participants; the goal will be to help them to acquire income-generating skills; and the (learning) objectives will be that they should master all the techniques of those skills.

The relationship between aims, goals and objectives can be seen in the following diagram:



## WHO SETS THE LEARNING OBJECTIVES?

To some extent, the goals or learning objectives of the NFE programme for out-of-school youth have been set by the Government of India NFE programme. They are called the Minimum Levels of Learning (MLL). These are the competencies which the student learners are expected to have at each stage of their education. But beyond these there is a good deal of flexibility which teachers in NFE Centres can use to develop their own learning goals. They can often set these learning objectives for themselves.

And in learner-centred NFE, the student participants set their own goals. They choose to come to NFE programmes and to stay only until their specific needs are met. As far as possible, we need to encourage them to set out their own learning objectives and to assess how far they are achieving these.

It has been suggested that the contrast between formal education and NFE is the same contrast as between an athletics match and the marathon run. Only those who qualify can enter the athletics match; the race course and the conditions are set for them; and only one can win (with two follow-up places); the rest are defined as losers. But in the marathon, anyone can enter; and because everyone who enters sets their own objectives (e.g. to run it faster than I did last year or to run further before I stop for a rest or to beat my friend who is coming with me etc), everybody can win in their own terms.

## WHY SHOULD WE SET LEARNING OBJECTIVES?

Many teachers do not bother to set learning objectives or learning goals. They think that it is unnecessary. But it is important to set such objectives for two main reasons:

- first, so that the student learners can have an idea of where they are going and they can assess whether and how far they are making progress. Unless the teacher indicates clearly what is expected of the student learners, they can never know if they are doing the right thing or not
- secondly, so that the teacher can assess whether the student learners are learning and whether they are learning the right things or not. If they are not learning in the right direction, the teacher can then adjust the teaching programme so as to help the students even more.

## WHAT ARE THE LEARNING OBJECTIVES?

We must first try to remember that we are talking about LEARNING goals, not teaching objectives. We are not asking what does the teacher want to achieve; but what active learning do we want the students to achieve.

It would be wise for you to try to set your own goals for each subject before you go any further.

What is the learning objective for history, for example? Is it to know all about history? Or is it to like to read history? If your students know all about history, then they will not want to read more history when they leave school. But if they like history, they will want to explore more of it - to visit historical sites, to read more, to talk about history.

Set out here some of the learning objectives you want your students to achieve for themselves. Remember, it is learning objectives, not teaching objectives.

## KSA EDUCATION

**Knowledge**

Most people set learning objectives in terms of knowledge - what the students will know at the end of the lesson or course. But there are several problems with this view:

a) if the students feel that they know all there is to know, then they will not feel that they need to learn anything further. One of the greatest writers on education today, Paolo Freire, calls this the 'banking' approach to education - that is, the teacher deposits an amount of knowledge in the student as into a bank account which the student can then draw upon for the rest of their lives (some people call this the JUG and MUG approach; the teacher pours knowledge into the student like a jug pours water into an empty mug).

b) the second problem is that knowledge alone very rarely leads to any changes in the way people behave. Smoking is an example of this: people KNOW that it is very harmful to smoke but they carry on smoking. It is not that they do not know enough; it is simply a matter that they do not

want to give up smoking. There are many other areas of life (e.g. family planning) where it is clear that knowledge alone is not enough to change behaviour. And education (including NFE) is not really effective unless it changes the way the students behave. So more is needed than knowledge alone.

**Skills**

Learning objectives in terms of skills are relatively easy to define, but it is surprising how many teachers still get these wrong. If the teacher plans that at the end of the course the student learners will be able to do something (read or write, make a garment, do a craft, etc), it is necessary to define much more closely exactly what is required. Take tailoring for example. You can say that at the end of the course the students will be able to make a dress or a shirt. But then you find at the end of the course that they do in fact make a dress or a shirt but that the seams are inadequate and come apart easily, the shape is ill-fitting, the material is made up in the wrong way, etc. In other words, they have made a dress or a shirt but they have not done it properly! But you did not say that what you really meant was that at the end of the course the student would be able to make a dress or a shirt **properly**; you just said that they would be able to make a dress or a shirt.

In other words, with skills you need to state clearly the **standard** you will expect the student learners to have achieved at the end of the course. This is often forgotten when skill learning objectives are being set.

**'Can do' or 'Do do'?**

And there is one other thing about learning objectives in relation to skills. Sometimes the goal of the programme is to help the student learners to **learn** to do something; so that at the end of the course, you are able to test the student participants and find that they **can** do it. Thus (for example) at the end of a literacy class, some 80% of the participants **can** read the primer or a simple paragraph from a newspaper or book; or again all of the students in a tailoring class **can** make a dress; etc. But if you go to their homes after six months (say) you may well find that of these same students most of them (say 55%) **are not** in fact reading or 75% of the tailoring students are not making dresses or shirts or anything at all. In this case, your success rate is cut down to only 25%. For the real learning objective is not that the students will learn something and then not use it but that they will use what skills they have developed. The aim is not that they CAN do something but that they DO do something.

**Attitudes**

But as we have seen above, learning new knowledge and new skills will not be enough to bring about the behavioural changes which will bring an improved standard of life. The student participants will need more than this - to use their new knowledge and skills in real life for real purposes.

And for this they will often need to develop new attitudes - especially increased confidence. Attitudes are an essential part of learning: for example, it has been suggested in relation to rural development that:

> "emphasis is often placed almost entirely on the knowledge and skill needs of the farmers and how these can be met most effectively, with little consideration on the importance of the kinds of attitude change which might be conducive to rural development... Changing attitudes is much slower, less direct than changing knowledge and skills. But it is possible".

Learning objectives in learner-centred NFE then will not be solely concerned with developing the knowledge and skills of the student participants but also with developing their attitudes.

## ACTIVE LEARNING OBJECTIVES

We have seen above that active learning is a process of QTT

Try to write here what QTT means without looking back in this handbook.

If you cannot remember, then look at page 6 above and then write it here again.

The fact that our learning in NFE is Active Learning means that in every subject we teach, our learning objectives will be related to helping the students to

- ask questions
- think about the subject for themselves
- and to try to test out new ideas in some way or other.

In history, then, or in Social Sciences and Mathematics, in Language or Creative Work, we want the student participants to engage in QTT, not just to accept and repeat what the teacher says. We want them to question, think and test for themselves.

## CHAPTER IX: CLASSROOM MANAGEMENT FOR ACTIVE LEARNING

[fill in this page for yourself; talk it over with your friends. Collect as many suggestions as you can on how to manage the classroom situations which may arise].

## CHAPTER X: METHODS AND MATERIALS FOR ACTIVE LEARNING

Decisions relating to teaching-learning methods and teaching-learning materials are closely linked, for the materials we use will often determine the methods we use, and the methods we use will often determine the materials we use.

However we can separate them for the sake of our discussion here.

### TEACHING-LEARNING METHODS

The range of teaching-learning methods which we can use in the classroom is very large indeed. On the whole all teachers use far too few methods; they rely on just one or two - usually the methods which they themselves experienced when they were at school or college. They rarely think about the whole range of teaching-learning methods which are available to them.

#### 'Tell and listen' or 'work-it-out'

There are two main approaches to teaching. One is based on the 'tell and listen' method. In this teacher knows the subject; he or she tells it to the student learner who then knows it. This is called the transfer of knowledge approach.

The second approach is based on the 'work-it-out' principle. This says that knowledge cannot be transferred; that all learning is a matter of each person working things out for themselves through a process of critical reflection on experience (CRE) leading to action (A) - the CRE+A approach. We have discussed this above when talking about learning.

Here we need to remember that the transfer of knowledge approach is generally thought to have failed; that the transfer of knowledge is thought to be not effective and indeed that it harms the ability which everyone has to search and select and create knowledge for themselves. The 'work-it-out' approach is by far the best way of promoting real learning; and this will help us to choose the kind of methods to be used in our NFE Centres. They must be methods which encourage, not discourage, the student participants to engage in questioning, thinking and testing.

The difference between the 'tell and listen' approach and the 'work-it-out' approach is the difference between 'learning about' something and 'learning' something. You can learn about swimming by listening to an expert swimmer talking about swimming; but you can only learn swimming by swimming, doing it for yourself. Passive education will lead to learning about a subject; only active learning will help the student participants to learn the subject.

Most teachers in NFE Centres use the 'tell and listen' method, often without any other methods at all. One of the reasons for this is that many of us have ourselves been taught through the 'tell and listen' method. When we were at primary school, the teacher used very few activities; we normally sat in rows and did what we were told. When we were at secondary school, we were usually talked to by the teacher, told not to ask so many questions ("talk less, work more"!) and to get down into our exercise books what he or she said. At university or college we had an even smaller number of methods used, normally the lecture. So that our experience of school-based learning is one of very few teaching-learning methods.

This is why the way in which we train the teachers of the NFE Centres is so important. If we train them experientially (see above page 48), then they will learn in practical terms about the wide range of methods available to them. They will still tend to fall back onto a small number of formal methods, especially when they are unsure of themselves; for most teachers teach using the same methods as those by which they were themselves taught. But at least they will have experienced some of the wider possibilities, including some 'work-it-out' methods.

List below some of the teaching-learning methods you know about. They may be methods you have used yourself; or they may be methods which you have experienced in your own training; or methods that you have heard about; or even methods which you have made up for yourself.

[The last time this was done by a group, the total was 49 different teaching-learning methods. See if you can exceed this figure!]

Now look at your list and note some things about it.

First, the fact that there is such a large number of different teaching-learning methods means that every teacher must make a choice every time they teach any subject or skill. There is no one right way to teach any subject; there are lots of ways in which the student participants can learn. Learner-centred NFE means that the teacher will choose methods which suit the learners, not those which the teacher likes!

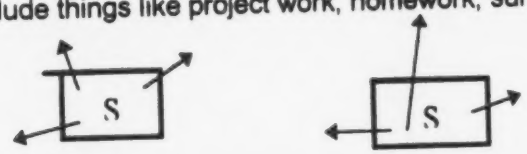
Secondly, you will note that some of these are activities which the student participants mainly do on their own such as reading or writing. Some of them are activities which the student participants do in groups such as group discussions. Some of them are activities which in the main the teacher does for the students such as lectures and demonstrations.

Go through your list above and add the letters S to those which are mainly student-oriented; G to those which are mainly group oriented; and T to those which are mainly teacher oriented.

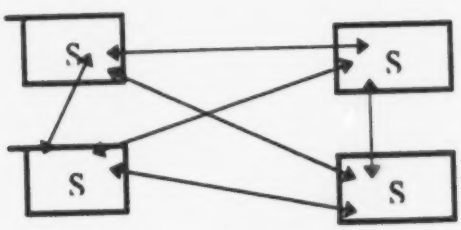
## FOUR MAIN GROUPS OF TEACHING-LEARNING METHODS

All of these teaching-learning methods can fall into four main groups. They are as follows:

**DISCOVERY METHODS**: in these the student participants on their own or in small groups find out new things, develop new skills on their own, explore for themselves. These will include things like project work, homework, surveys etc



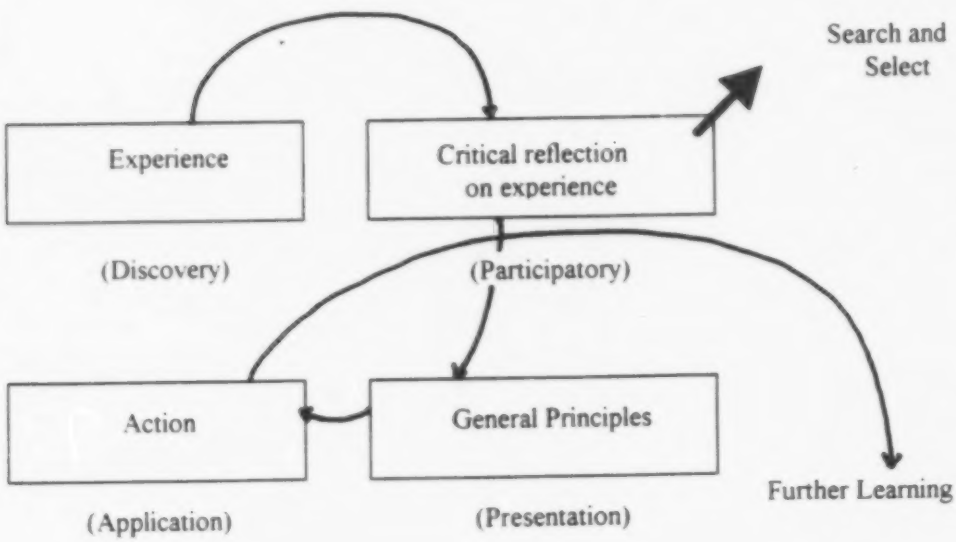

**PARTICIPATORY METHODS**: in these the student participants will work together in groups, questioning, thinking and testing. These will include role plays, games etc



**PRESENTATION METHODS**: in these one person (a teacher) will present some subject matter to the student learners. These will not just be talks but will also include audio-visual aids and films etc.

**EVALUATORY (or APPLICATION) METHODS**: these are the most difficult to understand but in every teaching-learning situation there will come a time when the teacher will ask for and obtain some feedback from the students, when the teacher will test what they have learned. There will be examinations, essays, quizzes, questions (from the teacher) and answers (from the students) etc. And there will also be times when the students themselves will test out their new knowledge and skills by applying them to new situations. These will not just be tests of whether anything has been learned; they will also bring about new learning. They are in fact one of the sets of teaching-learning methods.

We can relate all of these four groups to the learning cycle in the following diagram.



## WHY DO WE NEED TO USE LOTS OF DIFFERENT TEACHING-LEARNING METHODS?

The above diagram now gives us the answer to the question, 'why do we need to use many different teaching-learning methods in our NFE Centres? The answer must be of course that our NFE programme needs to be learner-centred in order to be effective; and that means that we need to use the teaching-learning methods which suit the learners most.

We have seen above that each person has their own preferred learning style. Although every one of us uses all four strategies of learning (experience, critical reflection, general principles and application), we all **prefer** to use one or at most two of them more than the others. Some of us will be activists; some will be reflectors; some will be theorists; some will be experimenters.

Now if this is true, then it follows that each of the student participants in our NFE Centre will have their own preferred learning style. They will prefer to learn through using the methods most appropriate to their own learning style. Activists will prefer discovery methods; reflectors will prefer participatory methods; theorists will tend to prefer presentation methods; experimenters will prefer evaluatory methods.

If we use only one group of methods (say presentation methods), then those students who are activists, reflectors and experimenters will have more difficulty learning. Again if we use only discovery methods, then those who are theorists and reflectors and experimenters will find it hard to learn. We need to use all kinds of different teaching-learning methods in order to help all of our student participants to learn effectively. This will then be truly learner-centred NFE, not teacher-centred.

## MATERIALS

One of the major complaints made about education is about the materials used in the classroom. They are said not to be relevant. They have been written by experts (usually men, urban and educated) who have relatively little experience of what it is like to be a poor rural child! The books do not always arrive on time; they are of poor quality; they fall to bits very quickly; they are culturally inappropriate.

There is relatively little which we can do about the school textbooks; they are one of the things which we must simply accept. Some NFE people may be able to talk with the government agencies which produce these textbooks; but for most of us, we shall have to put up with what we've got.

## A WIDE RANGE OF MATERIALS

However we do not have to use the textbooks alone. We can always use other materials to go alongside them. As with teaching-learning methods, so teachers rarely use the full range of possible teaching-learning materials which are available to them. They usually use the textbooks alone with no other materials at all.

We can divide up the materials which are available to the teacher into four groups.

**GROUP 1** can be called **SPECIAL LEARNING MATERIALS**. These are materials which have been prepared specially for the teacher to use in the classroom to help their students to learn. They fall into two subgroups:

1a) **textbooks**: materials which are specifically written for learning a subject. They are specially written by experts and are carefully sequenced to help structured learning.
1b) **supplementary materials**: these are materials which have been designed to help on the learning process: things like posters and charts, diagrams and supplementary readers etc.

**GROUP 2** can be called **ORDINARY MATERIALS**. These are not written specially for use in a classroom in the learning of a subject but are written and produced for use in everyday life outside of the classroom.

These too can be divided into two sub-groups

2a) what can be called **'information or extension' materials**: these are materials which have been designed to provide information, to promote some campaign or other (e.g. health leaflets, AIDS posters, environmental material, anti-smoking booklets etc)

2b) what can be called **'real' materials** - that is, everything else which is produced in the course of every living - from bus tickets to ration cards; from driving licences to election posters; from newspapers and magazines to cigarette or medicine packets; from a watch to a calendar or diary; from graffiti on the walls to a shop sign; from writing on a T-shirt to bills and receipts; from a street banner to vehicle number plates etc.

SPECIAL LEARNING MATERIALS

| textbooks | supplementary |
|---|---|

'ORDINARY' MATERIALS

| information | 'real' |
|---|---|

Some teachers have used the 'extension' materials (information leaflets) such as UNICEF booklets and posters. But on the whole teachers have used very few of the 'real' materials in their NFE classrooms, although these are to be found in every village in the country. These materials can be a great resource for all teachers.

**WHY SHOULD WE USE REAL MATERIALS IN THE CLASSROOM?**

There are several reasons why we should use lots of different materials in the classroom and especially why we should use 'real' materials.

Try to think up some of the reasons for yourself before reading any further.

You may have suggested some of the following reasons:

a) it will be more exciting for the children if they can collect their own real materials and then learn to use them in the classroom

b) it will help to make your curriculum more relevant and more culturally appropriate.

c) it will supplement the textbook which can become boring after a time since it is written by experts
d) it will help the students to practise their learning when they are in their own homes or out in the village
e) they will continue to use these materials when they leave the NFE school

## HOW CAN WE USE THESE ADDITIONAL MATERIALS IN THE CLASSROOM?

There is no end to the ways in which the NFE teacher can use these materials to help the students to question, think and to test. Here are just a few:

* get the students to collect them throughout the village - either to bring them into the classroom or to copy them into a notebook and bring the notebook into the classroom
* learn to read them
* copy them
* discuss them (who wrote them? who are they meant for? are they in the right language? etc)
* try to re-write them in different words (e.g. try to make government forms more simple in the words they use)
* try to make up different ones (e.g. new shop signs, new ration cards etc)

There are lots of other ways you can use these materials. But the first thing is to investigate how many there are, then to collect them (with the help of the student participants) and to bring them into the classroom.

## LEARNER GENERATED MATERIALS

As we have seen above, one of the main complaints about the teaching-learning materials (textbooks) is that they are culturally inappropriate - they do not reflect the real situation of the students in our NFE centres.

One way to overcome this is to encourage the students to write their own materials. Songs and stories can be written down. Just as they can be inspired to rewrite some of the 'real' materials, so they can be urged to rewrite the textbook itself! This has often produced a great deal of excitement when it has been tried in NFE Centres. They can produce their own community newsletter; their own health leaflets for the village; their own bus ticket or election poster. The field of teaching-learning materials is the most exciting part of NFE, not the most boring. There

is no end to what a creative teacher and group of students can do.

# PART IV: DEVELOPING THE FUTURE OF NFE

## CHAPTER XI: MONITORING AND EVALUATING LEARNER-CENTRED NFE

Monitoring and evaluation of NFE - especially of learner-centred NFE with its emphasis on active learning - calls for special discussion. It may be best to distinguish between the two.

Monitoring is concerned with the on-going process of collecting the information on which we can base the evaluation. We can separate the three terms:

**Assessment** is the data which we collect. We assess progress; we assess the students' capacities to do things; we assess the teacher's performance etc

**Monitoring** is the process by which we collect the data. The supervisor of some other agency visits the Centre and collects the data. The purpose of monitoring is always to make a judgment, an evaluation.

**Evaluation** is the judgment which is made on the basis of the data which has been collected. Evaluation always includes a value judgment (that is why it is called evaluation).

We shall deal with monitoring in more detail when we discuss the role of the supervisor below.

### THE PROCESS OF EVALUATION

Before you read any further, you may care to try to fill in the following form based on what you already know about evaluation.

EVALUATING LEARNER-CENTRED NON-FORMAL EDUCATION

| Who should evaluate? | Why should we evaluate? | When should we evaluate? | What are we evaluating? | How should we evaluate? |
|---|---|---|---|---|
| | | | | |

## WHO SHOULD EVALUATE?

We imagine that you will have written down at least two persons - perhaps
a) the teacher
and b) the supervisor.

But we have already seen that there are many stakeholders in our NFE programmes ranging from the Government of India to the students and their parents. All of these have a right to make a judgment about the effectiveness of the NFE Centre.

In fact, let us be clear about it - they **are** already making an evaluation about the Centre. They are already in their own minds (and sometimes in their speech) saying "that is a good Centre" or "that is a bad Centre". We all do that all the time. We may not have spent much time monitoring the Centre, collecting the data; we may depend on what other people say about the Centre or on what we see of the students who attend the centre. But we are all making some judgment all the time - it is part of the whole process of critical reflection on experience.

So there are many people who make an evaluation of whether the Centre is being effective or not. They will include

Government officials
NGO leaders
Project Officers
Supervisors
Teachers
Parents
Students
Village leaders
Others in the village.

If we really get the whole community involved in helping our NFE Centre, then in fact everyone in the village will be making an evaluation of the Centre.

Perhaps we need to draw a distinction between 'insiders' who will evaluate the programme from the inside: teachers, students , parents and perhaps supervisors (that depends on whether the supervisor is seen as an insider or an outsider - see below); and the outsiders, visitors to the NFE Centre who come in from the outside world and make their judgments on what they see and hear. There will no doubt be differences of opinion between these two groups over the evaluation of any NFE centre. But that will not matter - for no one evaluation is 'right' and the others

'wrong'. Evaluation, as we have seen, is a matter of judgment; it is made on what we believe to be of worth.

The most important thing here is that each of those involved should gradually develop their own skills of self-evaluation. Student participants need to evaluate how much progress they are making and whether they are learning the right kind of things. Teachers need to evaluate their own taching and supervisors need to evaluate their own supervision and support activities. We all need to develop our skills in reflecting critically on what we are doing and trying to find new ways of doing it more effectively.

## WHY SHOULD WE EVALUATE?

All of these, outsiders and insiders, will be making their evaluation for different reasons. Parents will be making an evaluation in order to know if they are wise to send their children to the Centre. The students will be evaluating to see whether they are learning and whether what they are learning is worth all the effort. Village leaders will be doing it to determine if the Centre is an advantage to the village or not, if it is helping the development of the village. Teachers will be doing it to see if their pupils are making progress or not. Supervisors and Project Officers will be doing it to see if there are things which should be done differently. NGOs and Government agencies are evaluating to see if they are getting value for their money! There are many different reasons for evaluation. No doubt you have been able to think of several more on your form above.

These reasons can be divided into two main groups. The first group we call **FORMATIVE** Evaluation. Formative evaluation is designed to help to change things - that is why it is called **form**ative, it helps to form and re-form the programme. The whole time, those who are most closely engaged in the programme are assessing and monitoring and evaluating the NFE Centre to see what needs to be changed, to be adjusted. The whole time a good teacher will be evaluating their lessons to see what they could do better next time.

The second group is called **SUMMATIVE** Evaluation. This is designed to assess whether the aims and goals of the NFE programme have been achieved or not. It is the final assessment of the programme, the summing of it up.

Of course a summative evaluation can become a formative evaluation if it is used to help to design the next NFE programme. But its main aim is to determine the value of the work which has been done.

## WHEN SHOULD EVALUATION BE DONE?

Look again at what you have written on the form above. Perhaps you have written several different things.

Most people think of evaluation as being done at the end of the programme. But teachers will need to do it all the time. So too will the students themselves. For them it will be an on-going process.

Formative evaluation will need to be done during the programme. For we cannot change the programme if we do not make a judgment that it needs changing - and that is an evaluation.

Summative evaluation will normally be done immediately at the end of the NFE programme. Only then can we see if the goals have been achieved.

But in many forms of learning, the results will not be apparent immediately - they may become obvious only some time after the programme has finished. Therefore where it is possible there will be much value in making what is sometimes called a 'postscript' evaluation - say, six months after the end of the programme. Then we can see if those who have learned to read are now reading; if those who learned to keep accounts are actually keeping accounts or not. For as we have seen above, the learning objectives are not really to help people to learn to do something but they are in fact to help people to do something in practice.

## WHAT SHOULD BE EVALUATED?

You will probably have written down here a number of things such as 'teaching', 'materials', 'attendance' etc. But once again we need to ask ourselves why are we assessing teaching, materials and attendance - what do these things tell us?

The key thing which we are evaluating of course is **LEARNING**. For the sole aim of the NFE programme is to help the students to learn; that is its purpose, its mission. If there is no learning, the programme will have been a failure. So we need to assess how much learning has taken place, and what kind of learning it is (is it useful learning, for example, or useless?).

So the 'what' of the evaluation will centre on the learning **OBJECTIVES** which have been set for the NFE Centres - are these the right objectives? are they within the reach of

the students or too advanced? have they been achieved or how much progress have the students made towards achieving them in full?

**Impact Evaluation**

But there is another focus for the evaluation of the NFE Centre. This is often called the **'IMPACT'** of the Centre. What are the "other outcomes" of the centre? What is its impact on the village community and the lives of the individual students.

Sometimes the goal achievement of a NFE programme can be good - that is, the students have really learned something. But the other outcomes can be not so good. For example, in some places only the children from the already educated families go to the NFE Centre, not the children of the non-literate families. In this case, the Centre has increased division inside the village instead of reducing it, since some children go to the Centre and others do not go. So that the gap between the educated and the non-literate gets wider. The impact of the NFE Centre in these cases may not always be good, even though the NFE Centre itself is being very effective in promoting active learning. Or again in some cases NFE Centres result in more of the children wanting to leave the village and go to the town. Some people might regard this as a good outcome, others as a bad outcome.

List here some of the other outcomes which you would like to look for when you evaluate your NFE Centres.

**HOW CAN EVALUATION BE DONE?**

What then shall we be looking for? How can we conduct the evaluation?

The form on the next two pages was compiled by a group of NFE practitioners in Orissa based at the DRTC of CYSD in January 1996. You might care to look at it, to change it and then to try it out for yourself. Every evaluation will be different, so do not imagine that there is only one way to evaluate a NFE Centre. Make up your own list of things to look for.

## DRAFT EVALUATION SCHEDULE FOR LEARNER-CENTRED NFE CENTRES

### 1. LEARNING GOALS/OBJECTIVES

What were the learning goals?

Were they seen clearly enough?

Were they the right goals?

Were they within the reach of the student participants?

Were they achieved? How do you know?

### 2. CONTENTS

What was the content?

Was it appropriate to the student learners and to their community?

Was it of the right level or too easy or too difficult?

### 3. STUDENT ACTIVITIES TO PROMOTE ACTIVE LEARNING

What were the student participant activities?

Were they the right activities for this group?

Did they promote QTT?

### 4. LEARNER-CENTRED TEACHING

What were the teacher's activities?

Were they the right activities?

Was the teaching learner-centred?

## 5. LEARNING ENVIRONMENT

What was the learning environment?

a) the room, resources etc - are these supportive to active learning?

b) the climate inside the class (was it warm or hot or cold; was it stormy or peaceful? was it ordered or disorganised? etc)

Was the community used as a learning resource?

## 6. END PRODUCT

What was the end product?

Was it a useful product?

How can we test this end product?

examination/test?
watching the student participants in action?
are there other ways to do this?

## 7. IMPACT

Can we see anything of the impact of this NFE Centre on the village community?

## CHAPTER XII: THE ROLE OF THE SUPERVISOR

Relatively little has been written about the role of the supervisor in NFE programmes. But this is a key role.

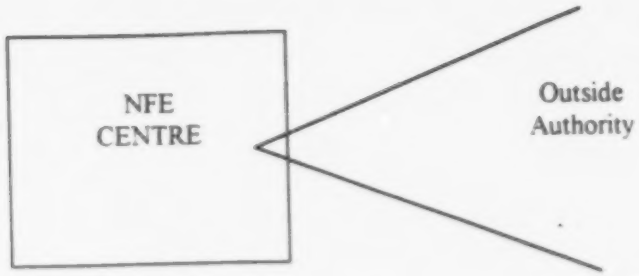
There is one major problem with most supervisors - they have never taught a NFE Centre themselves. They cannot speak with the authority of experience. So they tend to rely on other forms of authority - that they are better educated than the NFE teachers, that they are richer or live in the towns or are the full time employees of the Government or the NGOs - anything which will make them feel good about themselves and make the NFE teachers feel inferior!

And when they visit the Centres, they tend to be much more concerned with checking things up - has the register been kept properly? is the attendance regular or not (if it is not regular, the supervisor often makes the teacher feel that it is the teacher's fault that the children do not come regularly whereas it may be no-one's fault at all!). They watch the teaching and sometimes take over the teaching in order to show the teacher (and the students who are watching carefully) how to do it - again making the teacher feel bad. They tend to criticise a good deal - so that the teacher heaves a sigh of relief when the supervisor goes away again. The teacher feels he or she must please the supervisor (after all, the supervisor often controls the payment of the honorarium, if there is any, to the NFE teacher; but they are not always pleased to see their supervisor.And that is bad for building a good relationship between the supervisor and the NFE teacher.

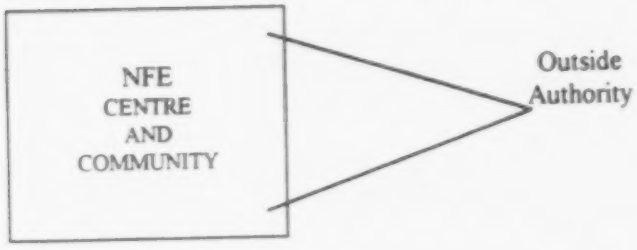
Many supervisors of course are not like this at all. Many are real friends of the teachers, coming to help them with their problems, providing advice, carrying new ideas, bringing new materials and inspiring the teacher to make new efforts.

The main point here is with how the supervisor is seen by the teacher and the Village Education Committee and how the supervisor sees himself (and herself where applicable: it is a pity there are so few women supervisors).

Sometimes the supervisor is seen as the representative of the outside authority coming into the Centre: the State Ministry of Human Resource Development; the Education Authority; the NGO. He brings with him all the authority of that body; he represents the voice of that body.




Sometimes (probably more rarely) the supervisor sees himself and is seen by the NFE Centre to be a part of the Centre, someone who represents the voice of the NFE Centre to these same outside bodies. He speaks to these bodies, obtains their support for the Centres, represents them to the authority.




The first is a top-down model of supervision, the second is a bottom-up model of supervision.

And since we are concerned to develop learner-centred NFE, the bottom-up approach is more appropriate in this case. For the supervisor will need to take back to his NGO or Government office the voice of the student learners. How else can these persons be heard?

The role of the supervisor is crucial. But it is also most difficult. They have not been helped by the fact that
a) they do not have experience
b) they have often not had enough training for their work
c) some of them regard the job as a temporary step in a career and will leave as soon as they can (many of the NGO supervisors are not like this at all)

We hope this book will help supervisors to develop themselves so that they become more effective in promoting active learner-centred learning in the NFE Centres for which they are responsible.

## CHAPTER XIII: ACTION PLANS FOR THE FUTURE

The last section has suggested that supervisors who read this handbook should use it to develop themselves so that they can become more effective in their work. In other words, it will become a tool for their own self-development. They can use it

- to reflect critically on their experience (to question)
- to search and select new ideas, new knowledge and new skills
- to think hard about their work
- to test out their new ideas in action

Through this book, they too can develop QTT.

So too can the NFE teachers who read it and work through its contents. So too can the other NFE functionaries who can study it and try out its suggestions.

One way of doing this is to write out for yourself an Action Plan of what you intend to do during the next six months. Action Plans are a useful tool. You can look at it from time to time to see how far you have progressed with it. It should be written out - otherwise you will forget what is in it or you will change it in your mind as time goes on.

### ACTION PLAN ELEMENTS

You may find it helpful to think of an Action Plan in terms of three main elements:

**IMPLEMENTATION**: what will you do during the next six months to try out some of the new ideas you have gained about NFE from this handbook?
**DISSEMINATION**: what are you going to do during the next six months to share with others your new ideas about NFE?
**FURTHER LEARNING**: what are you going to do during the next six months to continue learning more about NFE?

You could write out a contract with yourself in these three areas.

### IMPLEMENTATION

*what are you going to do to try out some of the new ideas which you have gained from this handbook?*

It is difficult for us to suggest what you should do because you will have gained your own ideas from this training programme; and if we suggest ideas to you, you may not wish to develop your own ideas. So before we set down some suggestions, please try to write out here what you think you would like to do to implement what you have gained from the book in terms of NFE programmes.

Some of the ideas which we collected during our training programme in Bhubaneswar were

* identifying the range of stakeholders
* preparing a training programme outline on NFE for facilitators
* preparing materials designed to promote active learning (QTT)
* involving other workers like health workers in the NFE classes
* identifying 'real' materials and using them in the class
* identifying local teaching-learning resources in the community

Now add one or two more of your own.

**DISSEMINATION**

*What are you going to do to share with other people, especially in your organisation, some of the ideas in this handbook?*

You should try to write your own dissemination plan before you read more about this.

some of the ideas you may have put down might be

* to hold a workshop with other staff in your organisation to discuss some of the key ideas in this programme
* to meet with village leaders and Education Committee members to discuss what they mean by NFE; to get them to write their own mission statement
* to meet with government officials to discuss the whole area of NFE
* to write an account of this book in your NGO newsletter or bulletin (if you have one)
* to translate some parts of this handbook and share them with colleagues

We are sure that you can add to this list: try to write your own dissemination plan to meet your own circumstances.

## FURTHER LEARNING

This book is not the start of anything: you have already gained some experience of NFE and have begun to reflect critically on it - to ask questions, to think and to test. This programme is then one more step on this path to self-development; and it will lead to more self-development.

So this book can only encourage you to go further on the road of exploring NFE in more detail. We hope that because of this book, you will engage more effectively in critical reflection on experience in relation to your own NFE programme; that you will do more searching and selecting as you continue to learn; and that you will take action to try out some of your new ideas.

So that you can now plan your own continuing learning programme.

Try to set out here what you think you need to learn about and how you will go about it.

Some of the things you may have written down may be

* to read more about development or learning or curriculum or materials development etc (you will need to locate a good library to help you with this)
* to attend training workshops in one of these areas or in some other area in which you are particularly interested
* to meet with others to discuss these matters
* to write regular reports on aspects of your own NFE programme and to share them with others
* to collect new materials on NFE and try to use them in your own programme.

Now you should try to write your own further learning plan in more detail. Don't forget to reflect critically on your implementation. You will learn much from this. And you will learn much too from your dissemination activities, sharing with others.

## FACILITATING THE FUTURE

You will need to help yourself to learn more effectively. It will not happen unless you plan properly.

So at least three steps will be needed:

1. Try to identify all the factors which will demotivate you (see above) and all the factors which will support you (the motivators) in your own learning programme. Make a list of these; and against each item set out what you plan to do about each of them.

2. Discuss this list with your own organisation managers. Try to get their support for your own continued development. Do not do it on your own unless you absolutely have to. Normally they will be keen to support you because through your own process of self-training, you will become a more effective member of their staff.

3. Find others who share your interest. Set up some kind of a non-formal network. Meet and talk with and write to each other. If you find a good piece of new writing about NFE, then share it with the others. If you have a particularly interesting experience in NFE which taught you a lot, tell others about it. If you have a major problem, share it with others who may be able to help you from their own experience.

## CONCLUSION

Remember that learning is a process of critical reflection on experience through questioning, thinking and testing (QTT). So all the time, you will need to engage in QTT in relation to your own NFE programme. This is the way to grow; this is the way to become more effective. This is the way to improve the quality of NFE programmes in Orissa.

For the mission of the NFE Programme and of all NFE practitioners is

> *to promote an effective learner-centred environment for active learning that is culturally appropriate to meet the needs and interests of specific groups of learners (e.g. out-of-school youth between the ages of 6 and 14 years) leading to self development and community development.*

And this does not only apply to the student learners in NFE classes. The process of self development and community development applies to us also.

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Education for *Development*
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University of Reading
London Road Campus
Reading RG1 5AQ, UK